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ACE Assessments
in Career
Education

Guide for Teachers

**Food Service
and Hospitality**

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2002

Introduction

About This Guide

The *Assessments in Career Education (ACE) Guide for Teachers* has been developed to provide essential information and preparation guidelines for teachers. The intent of the guide is to serve as an instructional aid in the classroom. The guide is divided into eleven sections:

Background — describes the purpose of the ACE program.

Key Dates for ACE 2001–2002 — describes the timeline for ACE participation.

Test Content and Standards — describes the content standards upon which the ACE examinations are based.

Test Structure — describes the general format of the test.

Test Preparation — includes strategies for preparing students for taking an ACE examination, including written-response questions.

Achievement Levels — describes the six different levels of achievement.

Sample Questions — includes sample multiple-choice questions and a sample written-response question.

General Scoring Criteria — shows the general criteria used to develop specific scoring guides for written-response questions.

Sample Student Work — includes examples of student work for the sample written-response question at different score points with commentary.

Recognition Program — provides suggestions for how to recognize students for outstanding achievement.

ACE Brochure — a reproducible master for teachers, students, parents, and the community that describes the ACE program.

Teachers are encouraged to reproduce portions or all of the guide for classroom use.

Student Eligibility

The ACE in Food Service and Hospitality may be taken by a student only one time. For this reason, it is important for students to take the examination when they are fully prepared. Prior to taking the examination, students should complete the appropriate coursework that provides instruction in all of the standards covered by the examination. For example, students enrolled in a two-year food service and hospitality program should wait until the end of their second year to take the ACE in Food Service and Hospitality.

Background

The ACE program, patterned after the well-established Golden State Examination program, is designed to recognize students who demonstrate outstanding achievement on rigorous examinations in selected career-technical areas. All examinations are based on California career education standards. The standards for Food Service and Hospitality are included in this guide on pages 3–9.

Participation in the ACE program is voluntary; it is offered at no cost to public school students, schools, or districts. It provides an invaluable opportunity for students to demonstrate both career-technical and academic skills on a statewide examination. Outstanding achievement on the ACE examination benefits students in at least three ways:

- Students receive three types of formal recognition from the State of California for their achievement in a career-technical area.
 - state award of ACE Academic Excellence
 - honor roll banner for display at school
 - letter to state legislators announcing individual student success
- Students are better prepared for successful transition to work or higher education in their career field.
- Students establish a record of accomplishment that is valued by potential employers and post-secondary schools through the following:
 - official notation on school transcript
 - ACE insignia on high school diploma for recipients of honors and high honors recognition

The first ACE examinations were given in 1997. In 2002, the following five content areas are covered:

- Agricultural Core
- Computer Science and Information Systems
- Food Service and Hospitality
- Health Care, Level I
- Technology Core

Teacher experts, industry representatives, college and university professors, and other related specialists develop questions for the ACE examinations. Test items are reviewed and field-tested to ensure that the test content reflects the industry-accepted content standards for each career area. The test questions also undergo thorough content, community, and technical reviews to ensure that the examinations provide reliable, valid, and fair results.

Key Dates for ACE 2001–2002

By reading this guide, you have already begun the first step toward your students' successful participation in the ACE program. Because ACE is a voluntary assessment, teachers must actively express an interest in participation. By using the following timeline, you can facilitate your district and/or ROCP office in ordering, delivering, and returning examinations.

	What happens	What to do
October–December 2001	ACE Guides for Teachers go online at www.cde.ca.gov/statetests/ace . Results are sent to districts.	Find out who your ACE coordinator is at the district level. Promote ACE locally to students, parents, and community. Excite students about the opportunity. Honor students from the previous year who received outstanding achievement. Display Honor Recognition banner. Distribute results to ACE students. Send announcements to local newspaper.
January 2002	ACE registration materials sent to Districts and/or ROCP Coordinators.	Follow up with your site/district administrator if you do not receive registration materials.
March	ACE registration materials are due from your district and/or ROCP to the California Department of Education's testing contractor. Your information tells us how many tests to print and send to you.	Make sure registration materials have been returned.
April	ACE examinations are sent to your district and/or ROCP office for distribution to school sites.	Follow up with your site/district administrator if tests are not received by the end of April.
May	ACE examinations are given during the month of May and must be returned to your site administrator and district/ROCP office by June 5.	Follow up with your site administrator to confirm test materials have been returned.
June–July	ACE examinations are scored by teams of experts. You might be interested in joining the team.	This is a paid opportunity for you to see how students responded to the questions, get to know other teachers in your content area from around the state, and participate in an invaluable professional development opportunity. Call Sacramento County Office of Education at (916) 228-2662 for more information.
October–November	Results from previous spring administration of the ACE examinations are sent to schools through districts and/or ROCP offices.	Check with your district and/or ROCP periodically for arrival of the results and the related recognition materials.

For test security, examinations are sent to an assessment/program coordinator at the district and/or ROCP office. This person often coordinates many other examinations as well. Find out early in the school year who this person is for your district and/or ROCP. Work with your site administrator to develop a communication system about ACE so that information and materials are efficiently received by career-technical teachers and returned to your district and/or ROCP office.

Beyond key dates and communications support system for successful test administration, you will want to prepare your students to be successful on the ACE examination. The rest of this guide is devoted to assisting you in that effort.

Test Content and Standards

The content standards covered by the ACE 2002 in Food Service and Hospitality are provided below.

Test Content

The ACE in Food Service and Hospitality is based upon the knowledge and skills defined in the Food Service and Hospitality section of the *Home Economics Careers and Technology Challenge Standards* for grades nine through twelve. These content standards share a substantial amount of content with the model curriculum standards previously published in the 1994 *Home Economics Careers and Technology Education Career Path Guide and Model Curriculum Standards*. Since 1994, the model curriculum standards have been reviewed and revised by industry representatives and secondary and postsecondary instructors in Food Service and Hospitality education programs to form the *Challenge Standards*.

Not all the Food Service and Hospitality challenge standards will be assessed on the Spring 2002 ACE exam. The few standards that will not be assessed are identified with a bold asterisk (*) and the following notation: *This standard is not addressed on the Spring 2002 ACE examination.*

Standards

Students pursuing a career in this industry study all aspects of the food service and hospitality industry, including food service laws and regulations; workforce and organizational management; safety regulations and emergency procedures; sanitation and food handling; tools, utensils, appliances, and equipment; facilities management; customer service and guest relations; nutrition; food and beverage production and preparation food and beverage service; marketing and perceptions of and interactions with guests; prime cost analysis; profitability analysis; entrepreneurship; and employment and management skills. Courses in a Home Economics Related Occupations (HERO) Food Service and Hospitality career pathway program enable students to develop the knowledge, skills, attitudes, and behaviors necessary to succeed in this industry.

Students also have the opportunity to participate in FHA-HERO, a pre-professional organization for students, which provides co-curricular leadership and career development opportunities in HERO instructional programs. Effective programs employ FHA-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills.

The Food Service and Hospitality challenge standards are provided below. They can also be found online at www.cde.ca.gov/challenge/HomeEcn.pdf.

Each content standard contains the following components:

Title of the standard: The title of each standard identifies the concept addressed in the content.

Statement of the standard: Each standard addresses broadly what a student should know.

Benchmarks: Statements listed below each standard describe what students should be able to do to meet the broad standard.

Standard 1 — Food Service and Hospitality Industry Awareness

Students will understand the breadth of the food service and hospitality industry, including career opportunities and the role of the industry in local and state economy. They will demonstrate content proficiency by:

- 1.1 Describing the contribution and impact of the food service industry on the state's economy.
 - 1.2 Comparing the functions and roles of the various segments of the food service and hospitality industry.
 - 1.3 Explaining various job titles and descriptions for positions in the food service industry.
 - 1.4 Explaining the importance of teamwork to the success of a food service organization.
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- 1.5 Describing the range of career opportunities, income, career paths, and strategies for obtaining employment and advancing in the food service and hospitality industry.
- 1.6 Describing professional conduct and workplace culture in the food service industry.
- 1.7 Assessing personal traits and skills required for careers in the food service and hospitality industry.
- 1.8 Identifying the potential impact that careers in food service and hospitality industry have on achieving a balance between personal and professional life.
- 1.9 Explaining the benefits of joining professional and trade organizations that relate to the food service and hospitality industry.
- 1.10 Explaining the employers' and employees' responsibilities for carrying out regulations.
- 1.11 Identifying the knowledge, skills, aptitudes, and behaviors that can be transferred to higher levels of employment in the career pathway or to other fields.

Standard 2 — Professional Standards/ Dignity of Work*

Students will understand what constitutes professional behavior, image and standards. They will demonstrate content proficiency by:

- 2.1 Describing a code of ethics and identifying the components of professionalism, including, integrity, initiative, confidentiality, and respect at the work site.
- 2.2 Explaining the interdependence and importance of all jobs to the success of an organization.
- 2.3 Describing and practicing professional and ethical behaviors.
- 2.4 Identifying clothing, grooming, and personal hygiene appropriate for the job.
- 2.5 Explaining ways in which on-the-job decisions can affect the quality of work.
- 2.6 Describing job related stress and strategies to manage stress.

- 2.7 Explaining employers' and employees' rights and responsibilities.
- 2.8 Determining ways to maintain competency within the industry.

Standard 3 — Workforce and Organizational Managements

Students will understand workforce and organizational management, including the roles and responsibilities of management and employees. They will demonstrate content proficiency by:

- 3.1 Describing the outcomes of effective management, such as profitability, productivity, employment atmosphere, consumer and client satisfaction, and business growth.
- 3.2 Explaining workforce management strategies, such as shared responsibilities, negotiation, planning, and decision making.
- 3.3 Using effective workforce management strategies.
- 3.4 Analyzing how workforce management strategies affect employees' actions.
- 3.5 Identifying appropriate business procedures for food service and hospitality organizations, such as the use of business plans; spreadsheets for payroll and inventories; and other tools for budgets, recordkeeping, and correspondence with clients.
- 3.6 Describing the uses of technology in the various segments of the food service and hospitality industry.

Standard 4 — Safety Regulations and Emergency Procedures

Students will understand safe work habits, security, and emergency procedures for employment in food service and hospitality establishments. They will demonstrate content proficiency by:

- 4.1 Describing guidelines for the security of employees and guests.
- 4.2 Describing the types and causes of accidents.

* This standard is not addressed on the Spring 2002 ACE examination.

- 4.3 Explaining and demonstrating procedures to reduce and prevent accidents.
- 4.4 Demonstrating proper procedures for lifting.
- 4.5 Describing procedures for handling accidents.
- 4.6 Completing accident reports and records accurately.
- 4.7 Explaining the procedures for preventing and tending heat, electrical, and chemical burns.
- 4.8 Explaining the role of the California Occupational Safety and Health Administration (Cal/OSHA) in regulating practices in the food service and hospitality industry.
- 4.9 Describing procedures for emergency and disaster.
- 4.10 Analyzing the purpose of an information in the Material Safety Data Sheets (MSDSs).

Standard 5 — Laws and Regulations Affecting the Food Service and Hospitality Industry

Students will understand the laws and regulations that affect employers, employees, and customers. They will demonstrate content proficiency by:

- 5.1 Describing and complying with the laws and regulations affecting the food service and hospitality industry.
- 5.2 Identifying local, state, and federal laws, regulations, and agencies established to protect employees, employers, customers, and others with special needs.
- 5.3 Explaining employers' and employees' responsibilities and procedural requirements for complying with laws and regulations.
- 5.4 Explaining how local, state, and federal regulations and laws are enforced by regulatory agencies, including the California Occupational Safety and Health Administration (Cal/OSHA)
- 5.5 Identifying and explaining policies and procedures established by the employer.

Standard 6 — Sanitation and Food Handling

Students will understand the principles of sanitation and safe food handling. They will demonstrate content proficiency by:

- 6.1 Describing specific principles of Hazard Analysis Critical Control Point (HACCP).
- 6.2 Applying critical control points for time and temperature.
- 6.3 Using safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and clean up.
- 6.4 Maintaining standards in personal grooming and hygiene as required by local, state, and federal health and safety codes.
- 6.5 Describing and following local, state, and federal sanitation regulations for food service establishments.
- 6.6 Describing types of food contamination, their potential causes, and methods of prevention.
- 6.7 Analyzing cases of food borne illness and describing potential causes and methods of prevention.
- 6.8 Using appropriate procedures for sanitizing work surfaces and storing tools, utensils, appliances, and equipment.
- 6.9 Applying chemicals, sanitizers, and cleaning agents to work stations, tools, utensils, appliances, and equipment.
- 6.10 Describing the process for making flowcharts of recipes, from receiving the ingredients to preparing and serving the food.

Standard 7 — Technology: Tools, Utensils, Appliances, and Equipment

Students will understand the use of technology, tools, utensils, appliances, and equipment needed in food service production. They will demonstrate content proficiency by:

- 7.1 Identifying technology, tools, utensils, appliances, and equipment according to their functions in food production.
- 7.2 Describing proper use, care, and storage of tools, utensils, appliances, and equipment.

* This standard is not addressed on the Spring 2002 ACE examination.

- 7.3 Using food production equipment appropriately, while adhering to safety guidelines.
- 7.4 Using computer applications in food production.
- 7.5 Describing the emerging technology for the food service and hospitality industry.

Standard 8 — Facilities Management

Students will understand the operational procedures that result in a well-maintained and clean physical plant. They will demonstrate content proficiency by:

- 8.1 Explaining the importance of following operational checklists.
- 8.2 Describing the repair and preventative maintenance of equipment.
- 8.3 Explaining the relationship between preventative maintenance systems and food service operations.
- 8.4 Organizing work and maintaining work stations for efficiency.
- 8.5 Using correct technical terms to describe supplies for cleaning and maintenance.
- 8.6 Using technology in the management of the food service and hospitality industry.
- 8.7 Recycling materials where appropriate.
- 8.8 Packing and discarding trash and cleaning and inspecting the facility.

Standard 9 — Customer Service and Guest Relations

Students will understand factors that contribute to exceeding customers' and guests' expectations. They will demonstrate content proficiency by:

- 9.1 Explaining principles of service for customers and guests.
- 9.2 Using skills for listening, observing, and anticipating to determine the needs of customers and guests.
- 9.3 Explaining how the behavior of all employees affects operational efficiency and the satisfaction of guests.
- 9.4 Explaining ways in which management empowers employees to satisfy the needs of customers and guests.

- 9.5 Identifying potential barriers and making reasonable accommodations for customers with disabilities.
- 9.6 Anticipating and responding to requests or complaints from guests and customers.
- 9.7 Describing options for responding to dissatisfied customers and guests.
- 9.8 Answering customers' and guests' questions about the menu.
- 9.9 Explaining and providing examples of up-selling and suggestive selling.
- 9.10 Determining and arranging with the customer the theme, decorations, style of service, tables, and entertainment for a catered event.
- 9.11 Preparing and presenting checks to customers and guests and processing payments.

Standard 10 — Nutrition

Students will understand approved dietary guidelines and ways in which food preparation affects nutritional values. They will demonstrate content proficiency by:

- 10.1 Describing nutritional principles and concepts.
- 10.2 Using food preparation techniques that conserve nutrients.
- 10.3 Interpreting nutritional or ingredient information from food labels and nutrition information sheets.
- 10.4 Describing nutritional principles and concepts related to menu applications outlined in the American Dietetic Association (ADA) guidelines.

Standard 11 — Food and Beverage Production and Preparation

Students will understand food preparation in professional and institutional kitchens, including skills used by chefs, bakers, and caterers. They will demonstrate content proficiency by:

- 11.1 Identifying and categorizing a variety of food and bakery ingredients.
- 11.2 Setting up and maintaining assigned work areas.
- 11.3 Applying the principle of *mise en place* (set in place) in assembling ingredients, tools, and supplies.

- 11.4 Measuring and weighing ingredients according to a recipe's specifications.
- 11.5 Preparing icings, fillings, and meringues.
- 11.6 Identifying and comparing types of flour, shortening, and leavening agents.
- 11.7 Preparing, decorating, and displaying bakery items, including breads and other baked items, and desserts, using appropriate procedures and techniques.
- 11.8 Preparing a variety of food items, including pastas, fruit and vegetable dishes, dairy-based products, soups, salads, meat, poultry, seafoods, sandwiches, and beverages.
- 11.9 Discussing the advantages and disadvantages of foods made from scratch and of convenience products in terms of cost, preparation, and quality.
- 11.10 Analyzing time and energy-saving products and techniques used to prepare food items.
- 11.11 Using a variety of food preparation and baking techniques that produce consistent products.
- 11.12 Accurately preparing recipes according to directions and procedures.
- 11.13 Displaying, selling, ordering, and restocking retail counter items as required by the job.
- 11.14 Identifying, using, and storing herbs, spices, and extracts properly.
- 11.15 Adjusting standard recipes and using correct computational skills to serve more or fewer persons than specified.
- 11.16 Using standard procedures in measuring and weighing solid and liquid foods.
- 11.17 Planning the production schedule so that foods are ready at serving time.
- 11.18 Designing and creating menus for special occasions as specified by the catering customer.
- 11.19 Estimating food, beverage, labor, and other costs.
- 11.20 Making a work sheet and assembling supplies for a catered event.
- 11.21 Holding and storing prepared foods, utensils, and equipment until needed.

- 11.22 Maintaining the quality and safety of transported food and beverages.

Standard 12 — Food and Beverage Service

Students will understand the procedures and skills needed to perform sidework, serve customers, set up and clear tables, and process cash and credit transactions. They will demonstrate content proficiency by:

- 12.1 Applying the concept of *mise en place* (set in place).
- 12.2 Holding or storing prepared foods and condiments until needed.
- 12.3 Describing opening, closing, change-of-shift, and preparatory work duties.
- 12.4 Identifying and using proper techniques for greeting, seating, and presenting menus to customers.
- 12.5 Using appropriate, effective, and efficient techniques for writing food and beverage orders and relaying orders to the kitchen through the use of manual or automated systems.
- 12.6 Using safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables.
- 12.7 Portioning foods accurately during food preparation and service by using specified portioning tables.
- 12.8 Coordinating and assembling food orders and supplies.
- 12.9 Plating and garnishing foods attractively.
- 12.10 Presenting the bill to the customer, processing credit transactions, and making and counting back change.
- 12.11 Performing tasks and preparing forms to balance receipts as required by the employer.
- 12.12 Describing the different types of table service; for example, American, French, and Russian.

Standard 13 — Marketing Strategies

Students will understand the purpose and strategies of marketing and the foundation of tactical marketing applications, including publicity, promotion, public relations, and product development. The student will demonstrate content proficiency by:

- 13.1 Explaining the difference between *vision* and *mission* in the food service industry.
- 13.2 Defining *marketing* as it relates to the food service industry.
- 13.3 Explaining marketing strategies.
- 13.4 Differentiating among *promotion*, *publicity*, *public relations*, and *product development*.
- 13.5 Defining major forms of advertising.
- 13.6 Explaining feedback systems, including those from guests and employees.
- 13.7 Defining *one-to-one marketing* (word-of-mouth).
- 13.8 Describing the process for conducting an analysis of competition.

Standard 14 — Prime Cost Analysis

Students will understand the process and importance of the costing process and cost analysis in the food service and hospitality industry. They will demonstrate content proficiency by:

- 14.1 Describing the importance and structure of the Uniform System of Accounts for Restaurants.
- 14.2 Describing the key components of a profit and loss statement.
- 14.3 Explaining prime costs (food, beverages, labor) of income and expense statements.
- 14.4 Calculating recipe costs and pricing per portion.
- 14.5 Analyzing customer perception of value and its relationship to profit and loss.
- 14.6 Estimating the effect of portion control on waste and loss and its impact on profit and loss.
- 14.7 Explaining controllable and occupational costs in the food service industry.

Standard 15 — Profitability Analysis

Students will understand the interrelationships among all cost groups: prime costs, marketing, administrative, rent, energy, music, and entertainment. They will demonstrate content proficiency by:

- 15.1 Describing the components of a statement of income and expense (profit and loss).

- 15.2 Describing the cost per cover.
- 15.3 Describing theoretical costing.
- 15.4 Listing the individual items that are included in occupational costs.
- 15.5 Describing the importance of the menu as the primary source of revenue generation and cost control.

Standard 16 — Entrepreneurship

Students will understand the principles of conceptualizing, establishing, and operating a business. They will demonstrate content proficiency by:

- 16.1 Researching and interpreting market conditions to establish a business.
- 16.2 Investigating available resources that help in setting up small businesses.
- 16.3 Describing the components of a business plan.
- 16.4 Identifying factors that affect success or failure in food service and hospitality businesses.
- 16.5 Outlining steps in setting up and starting a business.
- 16.6 Describing the role that human resources play in the success of a small business.

Standard 17 — Personal, Interpersonal, and Communication Skills*

Students will understand how personal, interpersonal, and communication skills influence employability. They will demonstrate content proficiency by:

- 17.1 Describing interpersonal skills that enhance relationships at the work site, such as working cooperatively, communicating effectively, sharing responsibilities, and exercising leadership.
- 17.2 Analyzing the importance of such personal skills as a positive attitude, self-confidence, honesty, integrity, and self-discipline as these characteristics pertain to work, personal, and family life.
- 17.3 Explaining ways in which to resolve conflicts, use negotiation skills, and communicate resolutions across gender, age, and cultural groups.

* This standard is not addressed on the Spring 2002 ACE examination.

- 17.4 Assessing the importance of effective non-verbal, oral, and written communication skills in getting and keeping a job.
- 17.5 Using appropriate communication skills, including correct telephone, facsimile, and e-mail etiquette.
- 17.6 Interpreting nonverbal communication and responding appropriately.

Standard 18 — Thinking and Problem-Solving Skills

Students will exhibit critical and creative thinking, logical reasoning, and problem-solving skills. They will demonstrate content proficiency by:

- 18.1 Identifying issues and problems in the food service and hospitality industry and offering possible solutions.
- 18.2 Considering multiple options for completing work tasks and applying appropriate problem-solving strategies to work-related issues.
- 18.3 Applying creative thinking skills to identify and present new ways to perform work effectively.

Standard 19 — Balancing Personal, Family, and Work Responsibilities*

Students will understand management strategies needed to achieve balance in work, personal, and family life. They will demonstrate content proficiency by:

- 19.1 Identifying and analyzing multiple roles as members of the workforce, families, and communities.

- 19.2 Identifying and analyzing resources that help in managing the responsibilities of multiple roles.
- 19.3 Identifying and applying management strategies needed to achieve balance in work and family roles.
- 19.4 Evaluating effectiveness in balancing responsibilities at home and work.

Standard 20 — Teamwork and Leadership*

Students will understand the teamwork and leadership concepts and skills needed to succeed in work, personal, family, and community life. They will demonstrate content proficiency by:

- 20.1 Identifying, comparing, and analyzing the characteristics and benefits of teamwork, leadership, and citizenship in the workplace and community.
- 20.2 Defining leadership roles in work and community life.
- 20.3 Identifying and practicing strategies for effective teamwork, leadership, and citizenship in the workplace and community.
- 20.4 Developing skills in teamwork, leadership, and citizenship by participating in FHA-HERO activities.
- 20.5 Analyzing and using written and professional resources that help in developing skills in teamwork and leadership.
- 20.6 Assessing how skills in teamwork and leadership enhance employability.

Resource Documents

Copies of the *Home Economics Careers and Technology Challenge Standards*, which includes the Food Service and Hospitality content area, are available at <http://www.cde.ca.gov/challenge/HomeEcn.pdf> on the Internet.

Copies of the *Home Economics Education Career Path Guide and Model Curriculum Standards* are available from the CDE Press, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271 or by fax at (916) 323-0823.

Technical assistance is available from the Home Economics Careers and Technology Unit, California Department of Education, Standards and High School Development Division, 721 Capitol Mall, 4th Floor, Sacramento, CA 95814 or by calling (916) 653-0359.

* This standard is not addressed on the Spring 2002 ACE examination.

Test Structure

The ACE in Food Service and Hospitality is administered in two 45-minute sessions. Each session consists of multiple-choice questions and a written-response question.

The purpose of the multiple-choice questions is to assess students' knowledge of food service and hospitality. The multiple-choice questions vary in complexity. Some require students to apply concepts to solve problems. This portion of the examination is machine scored. Sample questions are provided on page 14.

The written-response questions are designed to measure students' application of skills and knowledge. Students respond in writing to questions about career-related situations. The written-response questions are scored by food service and hospitality teachers and other professionals in the career area. Students are awarded a score point from one to four for each question, with four being the highest score. The sample multiple-choice and written-response questions, general scoring criteria, and sample student work and commentary are provided on pages 14–18.

Test Preparation

Students should have a firm foundation in the essential skills needed for success in the career area tested. Sound preparation for ACE is built on classroom assignments that allow students to use and test their skills and knowledge regularly.

Students preparing for the examinations need to be able to articulate the major concepts in the career area being assessed. They must be able to analyze information, apply knowledge, solve problems, and explain their solutions.

Preparing Students for Written-response Questions

Using the sample written-response question in this guide (page 14):

- discuss the wording of the sample written-response question. Help students to identify and understand the key requirements of the question (i.e., what is being asked?).
- review the general scoring criteria (page 15) with students. This will help students better understand what is expected of them.
- discuss the student work samples. Focus on the differences between the score points.

In addition:

- plan a variety of classroom activities that require students to interpret, think through, and answer written-response questions. For example:
 - define and explain terms that are common in written-response questions (e.g., “in detail,” “fully,” “list” vs. “describe” vs. “explain”).
 - model processes for “thinking through” and outlining answers to written-response questions.
 - model processes for incorporating details into answers to written-response questions.
- provide students with many opportunities to practice writing (e.g., through homework assignments, in-class projects, and classroom assessments).
- involve students in developing written-response questions and scoring guides related to content covered in your curriculum.

- have students evaluate their own answers to written-response questions, as well as the answers of their peers, using a scoring guide. Encourage students to discuss strategies for improving their own and others’ work.
- allow students to revise/improve their answers to written-response questions, based on your feedback and/or the feedback of their peers.

As an instructor:

- when you help prepare your students for the written portion of the ACE examination, you are also helping them to become better writers.
 - keep in mind that you can help improve your students’ writing as you engage them in writing about real-world activities.
 - resources at your school that are available to help enhance your students’ writing skills include:
 - the *English-Language Arts Content Standards for California Public Schools* adopted by the California State Board of Education (<http://www.cde.ca.gov/board/standards.html>), in particular, the sections entitled “Writing” and “Writing and Oral English Language Conventions.”
 - any writing initiatives currently being implemented at your high school.
 - the language arts and English language learner instructors at your high school and/or in your career cluster.
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Test-taking Strategies

Several test-taking strategies may be helpful to students during an ACE examination.

When answering multiple-choice questions, students should:

- read the directions carefully.
- generate their own idea of the most accurate answer to a question before selecting from the answers provided.
- pace themselves by considering the number of questions and the time allowed.

When answering written-response questions, students should:

- read and understand all parts of the question.
 - underline the key requirements of the question.
 - think quickly of the main ideas that will serve as a framework for their response.
 - briefly outline the main ideas in a logical sequence before responding.
 - respond to all parts of the question.
 - provide accurate, clear, and detailed examples that demonstrate their knowledge of the career-area topic covered.
 - check their work when finished to make sure they have responded to all required components of the question.
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Achievement Levels

Scores from the multiple-choice and written-response portions of the examination are combined to produce the student's overall achievement level. There are six achievement levels. Students who achieve level six are awarded high honors; those who achieve level five are awarded honors; and those who achieve level four are awarded recognition. Students who achieve level three or below are acknowledged for their participation.

Level 6

The student has demonstrated excellent knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show excellent knowledge and understanding of food service and hospitality content and concepts.*
- demonstrate superior analytical and problem-solving skills.
- present accurate information and ideas in a detailed, well-organized manner.

Level 5

The student has demonstrated strong knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show substantial knowledge and understanding of food service and hospitality content and concepts.*
- demonstrate very good analytical and problem-solving skills.
- present accurate information and ideas in an organized manner.

Level 4

The student has demonstrated solid knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show solid knowledge and understanding of food service and hospitality content and concepts.*
- demonstrate good analytical and problem-solving skills.
- present information and ideas in an organized manner with minor errors or omissions.

Level 3

The student has demonstrated basic knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show basic knowledge and understanding of food service and hospitality content and concepts.*
- demonstrate some analytical and problem-solving skills.
- present information and ideas in a somewhat organized manner with some errors, misconceptions, and/or omissions.

Level 2

The student has demonstrated limited knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show limited knowledge and understanding of food service and hospitality content and concepts.*
- demonstrate limited analytical and problem-solving skills.
- present limited information; may lack organization and/or have misconceptions, errors, and omissions.

Level 1

The student has demonstrated little or no knowledge, understanding, and application of the content and concepts of food service and hospitality. The responses:

- show little or no knowledge and understanding of food service and hospitality content and concepts.*
- demonstrate little or no analytical and problem-solving skills.
- present little or no information and have misconceptions and errors.

* A detailed description of the content covered by the ACE in Food Service and Hospitality can be found on pages 3–9.

Sample Test Questions

Sample Multiple-choice Questions

1. Which of the following is **MOST** likely to result in cross-contamination in food production?
 - A. returning a tasting spoon to a pot of boiling food
 - B. canning fruits and vegetables improperly
 - C. cooking food at a high temperature, then cooling slowly
 - D. re-using a cutting board used for raw poultry
2. When hiring an **entry-level** employee, a food service employer is **LEAST** likely to require
 - A. previous work experience.
 - B. formal culinary training.
 - C. strong communications skills.
 - D. cooperative teamwork skills.

ANSWER KEY: 1. D 2. B

Sample Written-response Question

In a food service business, there are many procedures to follow when receiving and storing a new order of refrigerated and frozen foods. Among these procedures are to:

- check the food order against the invoice.
- inspect the packaging of all food items delivered.
- label and date all food items (or containers) before storing.
- check the thermometer on the refrigerator or freezer when storing food items.

Explain in detail why **each** of the four procedures above is important to follow when receiving and storing a new order of refrigerated and frozen foods.

What Students Are Expected to Accomplish

This written-response item was designed to assess students' understanding of factors related to food safety and sanitation, as well as factors that can influence the profitability of a food service business. Students are expected to explain in detail each of the four procedures for receiving and storing refrigerated and frozen food orders. A detailed response must address several specific food service concepts (i.e., specific factors to consider when checking a food order against an invoice such as accuracy of food type, quantity, quality, and price charged; the relationship between damaged packaging and the possibility of food contamination; knowledge of FIFO (first in, first out) and its importance in maintaining food quality; and knowledge of the temperature danger zone and its connection to bacterial growth). In addition, a detailed response will demonstrate understanding of potential (global) consequences that a food service business might face if each procedure is not followed (i.e., potential health risks to customers and financial loss). Additionally, responses are expected to be well organized and clearly and effectively written.

General Scoring Criteria for Written-response Questions and Problem-solving Tasks

The general criteria for each score point are outlined below. These criteria are used to develop scoring guides that address the specific content in each written-response question or problem-solving task.

Score Point 4

Student response shows **excellent** knowledge and understanding. The response:

- completes all components of the question correctly.
- demonstrates in-depth understanding of relevant concepts.
- conveys knowledge coherently and effectively.

Score Point 2

Student response shows **partial** knowledge and understanding. The response:

- completes some important components of the question correctly.
- overlooks or misunderstands relevant concepts.
- conveys knowledge in a manner that may lack clarity.

Score Point 3

Student response shows **substantial** knowledge and understanding. The response:

- completes all or most components of the question correctly.
- demonstrates understanding of relevant concepts; may overlook or misunderstand less important ideas.
- conveys knowledge clearly.

Score Point 1

Student response shows **little or no** knowledge and understanding. The response:

- attempts to address important component(s) of the question but may do so incorrectly.
 - demonstrates little or no understanding of relevant concepts.
 - conveys knowledge in a manner that may lack clarity or focus or may impede understanding.
-

Sample Student Work

Score Point 4

When receiving and storing a new order of refrigerated and frozen foods, there are certain procedures that need to be followed.

First, check the food order against the invoice. It is very important to make sure you receive everything you ordered and paid for, like the right types of foods and the right quantity of food. Your business will lose money if you don't receive what you paid for and it could lose even more money when you run out of the foods your customers want because they won't be happy. Always make sure you have what you need and enough of it.

Second, you need to inspect the packaging of all food items delivered. This is also very important. You have to make sure that there is no damage to the packaging and that the food inside isn't missing or spoiled. A restaurant does not want to be responsible for a customer getting sick from spoiled food or because a rat bit through a package and contaminated the food inside. Always make sure the food packages are in one piece and sealed properly and that nothing is missing or added.

Next, it is necessary to label and date all food items (or containers) before storing. It is always important to know exactly when you received something, how old it is, and how long it's good for. This will help you use the FIFO system, meaning the first food in should be the first food used. You never want food to spoil because then you'll lose money by throwing food out. You also don't want to pay the doctor's fees for customers with food poisoning.

Next, you need to check the thermometer on the refrigerator or freezer when storing food items. Always make sure the refrigerator or freezer is working and on the right setting. This will help prevent the food from getting into the danger zone and growing bacteria and spoiling. You definitely don't want to make people sick or to waste money by throwing food away.

By following these four procedures correctly, all your food should stay good and your restaurant should run smoothly.

Commentary

Overall, this response demonstrates an excellent understanding of the content covered by the question. Each of the four procedures for receiving and storing refrigerated and frozen food orders is explained in detail. The explanations address the specific food service concepts targeted by the question (i.e., specific factors to consider when checking a food order against an invoice, the relationship between damaged packaging and food contamination, and knowledge of FIFO and the temperature danger zone). In addition, the explanations address potential (global) consequences that a food service business might face if the procedures are not followed (i.e., losing money, making customers sick). The response is well organized, detailed, and coherently and effectively written.

Sample Student Work

Score Point 3

Checking the food order against the invoice is an essential first step. You need to know if you received the right foods. Without the necessary items, the chef can't prepare all his dishes. Then you have to make sure there is the right amount of foods. If you run out of lamb while preparing for a banquet, there's big trouble ahead.

Inspecting food packaging insures that nothing was damaged during transportation. You want to make sure there's no risk of contamination or spoilage. Proper packaging can guard against freezer burn as well.

Labeling foods is an important aspect of maintaining freshness. You need to know how long a food has been stored so it can be deemed edible or not. You don't want to serve spoiled food or food that may have lost its flavor or be of below standard quality.

The temperature is an important part of freshness, quality, and safety. If the refrigerator isn't cold enough, dairy products might spoil or veggies may not be crisp. If it's too cold, food might partially freeze which isn't good if you want something that is supposed to be thawed but isn't. The freezer must be cold enough to keep foods frozen or bacteria could develop and desserts such as ice cream need to stay frozen as well.

Commentary

Overall, this response demonstrates a substantial understanding of the content covered by the question. Each of the four procedures for receiving and storing refrigerated and frozen food orders is explained, but the explanations lack some development. While the explanations do address important food service concepts, some details are missing (i.e., direct reference to FIFO and the temperature danger zone). In addition, there is little direct reference to potential (global) consequences that a food service business might face if the procedures are not followed (i.e., health risks to customers, financial loss).

Sample Student Work

Score Point 2

Check the food order against the invoice to make sure you have all you ordered.

You must inspect the food to make sure the packages are not open, broken, or missing.

You must label and date the food so you know how long it's been in the freezer.

Check the thermometer on the refrigerator or freezer so it's not too cool or too warm.

Commentary

Overall, this response demonstrates partial understanding of the content covered by the question. Although the response addresses all four procedures for receiving and storing refrigerated and frozen foods, the explanations are weak. Major details are omitted and little specific food service knowledge is conveyed (i.e., no specific reference to: factors other than quantity to consider when checking a food order against an invoice, the relationship between damaged packaging and food contamination, FIFO, and the temperature danger zone). No references are made to consequences.

Score Point 1

The first step "Check the order against the invoice" is to check the quantity and make sure it's accurate according to the invoice. Make sure it's the same so you don't get the short end of the stick.

Commentary

Overall, this response demonstrates very little understanding of the content covered by the question. Only one of the four procedures for receiving and storing refrigerated and frozen food orders is explained. The explanation lacks development.

Recognition Program

After an achievement level for each student is determined on the basis of their combined multiple-choice and written response scores, results are sent to you through your district/site office. You will receive your results in the fall (October–November). The results/recognition packet that comes to your school site should include:

1. student reports
2. school bulletin board display
3. ACE awards recipient lists
4. school summary reports
5. certificates of achievement
6. honor insignias
7. record of achievement levels

The intended purpose of the ACE examination is to honor students who have earned recognition for their achievement. There are no negative consequences for students who do not achieve in the top three levels. Programs receiving funding from Carl Perkins may use participation in ACE as one of their multiple measures of accountability.

Ideas for promoting ACE and honoring students:

- include ACE information at back-to-school night.
 - provide ACE brochures to the counseling office.
 - write news articles for your school newsletter or newspaper about career-technical education and the ACE examination.
 - inform students and their parents early in the year about the ACE test and its recognition program.
 - ask your principal/superintendent to write a congratulatory letter to each ACE achievement recipient shortly after results are released.
 - ask your principal/superintendent to submit a news release to the local newspaper about your ACE award recipients.
 - announce award recipients at a school assembly or special awards program.
 - work with your school board, community partners, and local businesses to recognize and honor students.
-

How To Get Involved

Students:

Don't miss out on an opportunity to prepare for your future and earn special recognition for academic achievement in career-technical education. Distinguished performance on an ACE examination will build your self-confidence. It will enhance your resume and applications for work and college. Check with your school counselor early in your high school career to see if coursework leading to an ACE examination is offered at your school.

Parents:

Your teenager will benefit from participating in this program. Encourage your teen to enroll in career-technical education courses and to take the related ACE examination. Career preparation is for ALL students. It prepares them for work and college. The ACE exam recognizes student achievement and enhances resumes and applications for work and post-secondary education. Graduates receiving honors on the ACE exam are better prepared to enter the work force or to enter college and pursue their selected career path.

Teachers/ROCP Directors/ Administrators:

Help your students achieve. If career-technical education programs are taught at your school and your coursework is aligned to the career preparation standards, register

your students to take the related ACE examination. Registration forms may be obtained through your district office or ROCP in January. There is no cost to your school or district for administering the ACE examination. The examination is administered at your school site.

Teachers are encouraged to participate during the summer by scoring ACE examinations. Their expertise is vital to the scoring process; it is also a rewarding professional growth experience.

Employers:

Be sure to look for ACE recognition on student resumes. Recognition on an ACE examination in a specific career area indicates a high level of achievement in acquiring the knowledge and skills necessary for an entry-level position and further advancement.

Students who receive ACE honors have a head start as they enter the workforce and continue on a career path.

For More Information

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California Department of Education
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Assessments in Career Education



A Bridge Between School and Career

California Department of Education

The ACE Examination

The Assessments in Career Education (ACE) program offers end-of-course examinations that recognize students who demonstrate outstanding achievement in selected career-technical areas. Recognition on this examination provides a record of student achievement for resumes, transcripts, and applications for jobs and post-secondary education. The ACE program helps to bridge school and work.

ACE examinations, based on Career Preparation Standards*, are offered in the following areas:

Agricultural Core
(Agriculture Education)



Computer Science & Information Systems
(Business Education)



Health Care, Level 1
(Health Careers Education)



Food Service and Hospitality
(Home Economics Careers & Technology Education)



Technology Core
(Industrial and Technology Education)

* Challenge Career Preparation Standards:
www.cde.ca.gov/challenge/Contents.html

Patterned after the Golden State Examination program, an ACE examination consists of two, 45-minute sessions. Each examination includes multiple-choice questions and written-response questions as well as problem-solving tasks.

Registration for ACE examinations begins in January. The examinations are given in May of each year.

Eligibility & Preparation

To be eligible to take the examination, students must complete a career-technical course or sequence of courses that provide instruction related to all aspects of the subject area standards covered by the examination. Because students may take the ACE examination only one time, it is essential that they are well-prepared. To prepare for ACE, students should:

- ◆ practice responding in writing to questions and problem-solving tasks in their classes.
- ◆ review sample test questions and student work that are in the ACE Guides for Teachers posted on the Internet:

www.cde.ca.gov/statetests/ace

Results & Student Recognition

Written-response items from the ACE examinations are scored in the summer by teachers in related subject areas from across the state. Individual student results are sent to school districts in the fall.

Students who do well on their ACE examination receive state recognition for achieving one of three levels: high honors, honors, and recognition.

Recognition from the California Department of Education includes:

- ◆ state award of ACE Academic Excellence
- ◆ record of achievement on transcript
- ◆ honor roll banner for school
- ◆ ACE insignia on diploma for recipients of honors and high honors

Congratulations

to students who achieve high honors, honors,
and recognition on an ACE examination.

You

will have distinguished yourself in your selected career-path
and

will have enhanced your record of achievement to show
potential employers and post-secondary schools.

ACE

Acknowledgments

Thank you to all of the students, teachers, school officials, representatives of higher education, and representatives of industry who have contributed to the development of the Assessments in Career Education (ACE). The ACE examinations are voluntary and rely on your cooperation and continuing support. Students contribute by making their best effort on the examinations. Teachers prepare students and encourage their success. School officials provide support by registering their districts and schools for the ACE examinations, acknowledging the importance of these career areas and understanding the need to recognize student achievement. Higher education and industry representatives ensure that the content of the examinations provides an appropriate foundation for further education, training, and work in a related career area.

We wish to acknowledge the members of the development and scoring leadership teams for their contributions to the ACE in Food Service and Hospitality.

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